

NO CHANGE in CLASS. ☐

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CLASS. CHANGED TO: TS S C

DDA Memo, 4 Apr 77

Auth: DDA REG. 77/1723

Date: 13 MAR 1978 By: [redacted]

2 January 1959

MEMORANDUM FOR: Director of Training

SUBJECT : Weekly Report #51
Assessment and Evaluation Staff
18-31 December 1958

1. [redacted] was interviewed in conjunction with his resignation. There seemed to be four factors involved in his resignation: money, lack of possibility for advancement in the Agency, length of the training period, and perhaps some anxiety connected with his conception of the case officer-agent relationship. The first three are closely intertwined. He himself stressed the youth of men holding the jobs that he would like to have in five or ten years. He could see no way, therefore, of attaining the status he wanted. In contrast to this, the job opening to which he is going offers quite a rosy future, with no echelons in the way of his progress. In his new position, therefore, he is assured both of money and status. If he stayed with the Agency, he could be sure of neither. [redacted] was dissatisfied with the length of time he was spending in training, even though he recognized its importance. He himself would have responded better had his training been at least interspersed with some kind of actual job experience where he could see a product. Of the motivational factors intertwined in this case, only the last, his anxiety connected with the agent-case officer relationship, is related to the original assessment. In other words, we do not feel that we predicted this outcome, even though our original assessment report did raise some question concerning his adjustment.

2. An interesting and somewhat dramatic validation of an assessment report was received during the week. The case involved was one from the special security group of seven who were assessed in a safe area by [redacted] during the week of 8 December. Originally three interviews with each man had been planned as part of the assessment. However, their supervisor cut off the assessment after two interviews, stating that no more time could be allowed for this purpose. A&E pointed out that the interruption of the assessment process would make any recommendations and conclusions very tentative, and, in at least one case, there was inadequate information for a report. At the same time, [redacted] reported to Security that one member of the group showed numerous signs of instability and indicated that there was a possibility of the individual "breaking down" under the pressure of the training program.

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On 30 December, [] TO/Security, and the supervisor of the project appeared at the offices of A&E. They praised all the assessment reports, stating that they had proved accurate and that the one individual flagged by [] was in fact "breaking down". In response to their request, [] will complete the third interview with each member of the group next week. The principal objective will be to diagnose the situation for the one problem case. The Security office has requested advice on how termination and disposal of this individual might be most effectively carried out.

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3. A&E has been cooperating with [] in the development of the LAS "American Overseas" course. [] is assisting [] in the planning phase and also helping him recruit guest speakers from inside the Agency. [] appears to have good insight into the psychological as well as all other phases of the course. He is considering A&E staff members for several guest lecturers. At present, it is tentatively planned that [] will conduct the classes on American Social Structure and [] will handle those classes related to the learning of new behavior patterns. [] may provide general training support for the course.

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4. [] continues to work with [] in "cleaning up" after the first presentation of S&T. This will mark the end of our developmental assistance, unless continued participation is specifically requested by the school chiefs concerned.

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5. The first running of O/P's two-week Personnel Officer Training Course was completed on 19 December with considerable support from [] of A&E. His assistance to [] the chief instructor, involved both the development of evaluation devices and guidance on training techniques.

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Two examinations, entailing comprehensive coverage of the lectures and other course content, were used as evaluation devices. The first was given to students at the end of the first week of the course, and, their scored papers were returned to them the following Monday during a class critique session. Also, a summary of student performance on each question was prepared. This summary revealed strengths and weaknesses in student learning, and the chief instructor used this information during the critique to clarify and emphasize those concepts that had not been well learned. In addition, the second week's instruction was modified to insure better learning of these concepts. Students performed better on the second examination, and this

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improvement apparently resulted, in part, from the motivational value of the critique on the first one. The second examination was given on Thursday of the second week, with a critique session the following day.

With only twelve students in this first running of the course, it was recommended that the preparation of formal, written evaluation reports on these individuals be held in abeyance until further course runnings produce necessary additional information about the evaluation devices. This recommendation was concurred in by the chief instructor.

As a background for supporting the chief instructor on broader training problems, [] monitored most of the first week and some of the second week of the course. He held frequent consultations with [] especially on the kinds of training techniques most appropriate for particular kinds of content, and on the most effective ways of conducting discussion periods.

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While minor alterations have been suggested and will be implemented in future runnings of the course, the first offering was exceptionally well organized and presented, which is a real tribute to [] in his initial attempt at training.

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A final note should be made concerning the good working relationship between O/P and A&E in the planning and conduct of this course. [] seeking out and acceptance of A&E services was, in our opinion, a most important factor in establishing a relationship conducive to optimal utilization of our skills.

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6. Recently [] provided CI/ACC with an analysis comparing ACC #4 student achievement at the beginning and end of the course on a test in basic electricity. A response from CI/ACC indicates that he has made a meaningful review of the analysis and expects to benefit from this identification of what ACC #4 students did and did not learn about basic electricity.

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Chief, Assessment and Evaluation Staff

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